Nutrition Education Lesson First Grade (TL-1-3)												
Nutrition constructs	Lesson is designed to increase students' knowledge of which foods are fruits and vegetables and how they can eat fruits and vegetables for snacks.											
Iowa Core	Iowa Core SL.1.4 – Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.											
Supplies	Physical Activity Card Set (provided), paper, pencil, crayons, examples of ads from magazines or newspaper, include 25-35 minutes											
needed	some for foods. required											
Before the	 Ensure Pick a better snack™ poster is displayed. These were provided by your nutrition educator at the beginning of the school year. 											
lesson	Write these lists of words on the board or create a word wall. As an alternative, consider using images or models of the foods in list 1.											
	This may be a lesson for late in the year depending on the skills of the students.											
	List 1 Apple Grapes Bread Broccoli Cereal Strawberry Chicken Carrot Pasta											
		Peach	Watermelon	Chips	Crackers		•		Melon			nato
	List 2		Crunchy Yummy	Squish	•	Hard	Shiny Fuzzy	Sweet Smooth	Sour Bumpy	Seed Cri:	•	
Lesson	1. Begin this l	esson by doing a fe		Tasty	Prickly						• •	set provided
LC33011	Take the opportunity to remind your students how important it is to be active throughout the day to keep our bodies and minds strong. 2. Tell students, today we're going to create an advertisement for your favorite fruits and vegetables. Direct students to the Pick a better snack™ poster in your classroom. Describe how Pick a better snack™ shows us how easy it is to eat fruits and vegetables. You just wash and bite or peel and eat, how easy is that? Ask students: What are some of your favorite fruits and veggies to eat for snacks? <i>Children respond. Encourage students</i>											•
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												better snack™
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												ncourage students
	to share how they eat it, do they wash and bite? Peel and eat? Dip and eat?											
	2. Direct students to look at the list of foods on the heard (list 1). Instruct students to identify all of the fruits and veggies on this list. Students identify											
	3. Direct students to look at the list of foods on the board (list 1). Instruct students to identify all of the fruits and veggies on this list. Students identify the fruits and vegetables. Ask students to add five more! Use the school lunch menu or this month's bingo card for some examples if students need some prompting.											
												.s ij students need
	4. Tell students they're going to create ads for their favorite fruits and veggies. Show some examples of ads for different things. Explain how ads											
	to show us the best things about a toy, a game or sometimes a food. Show a variety of ads to the class and point out the descrip										ut the descript	ive words they use.
	5. The words on the board (list 2) are descriptive words that students can use to describe fruits and vegetables. Review these words with students and											
	provide examples to help them understand the meaning of each.											
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	6. Instruct students to think about their favorite fruit or vegetable. It can be one from our list or another one. Ask: Which words described favorite? You're going to create an ad to show other people why your favorite is the best. Each teacher can tailor this activity to the second state of the second s											,
											their class' needs	
	and routine. Encourage students to use:											
		itle 										
	 An opinion sentence A description of how they eat their favorite fruit or veggies (Wash. Bite, Peel. Eat, Dip. Eat, etc) 											
	 A sentence describing its taste, color, texture or smell. A picture of the fruit or veggie. 											
	• •	netare or the fruit o	veggie.									
	7. Encourage each student to share their ad and display them in the classroom.											